



Inclusive Practices for Post-Secondary Success



Learning Intentions

Participants will increase understanding of inclusion:

- As a predictor of post-secondary success
- Definitions and research
- Core features and evidenced-based practices
- Resources
- Fidelity measures





LCPS 20/20 Vision

- Mission
- Core Beliefs
- Strategic Goals



What Predicts Post-Secondary Success?

Predictors by Outcome Area

Predictors/Outcomes	Education	Employment	Independent Living
• Career Awareness	X	X	
• Community Experiences		X	
• Exit Exam Requirements/High School Diploma Status		X	
• Goal-Setting	X	X	
• Inclusion in General Education	X	X	X
• Interagency Collaboration	X	X	
• Occupational Courses	X	X	
• Paid Employment/Work Experience	X	X	X
• Parent Expectations	X	X	X
• Parental Involvement		X	
• Program of Study		X	
• Self-Advocacy/Self-Determination	X	X	
• Self-Care/Independent Living	X	X	X
• Social Skills	X	X	
• Student Support	X	X	X
• Transition Program	X	X	
• Travel Skills		X	
• Vocation Education	X	X	
• Work Study		X	
• Youth Autonomy/Decision-Making	X	X	

https://transitionta.org/sites/default/files/Pred_Outcomes_0.pdf



Inclusion Predictor

Evidence Based Predictors for Post-School Success

Predictor Eight

Inclusive Practices and Programs

Participation in inclusive settings during the school years provides opportunities to prepare for integration into the adult community



Evidence Based Predictors for Post-School Success

Ohio Employment First Transition Framework
Evidence Based Predictors Tool

Guidance for educational services, vocational programs and employment supports
to prepare youth for successful transition to community

Descriptor

Participation in inclusive settings during the school years provides opportunities to prepare for integration into the adult community. Inclusion in general education requires students with disabilities to have access to general education curriculum and be engaged in regular education classes and whole school activities with peers w/o disabilities. Inclusive practices refer to engagement and participation, not simply access to an environment.

Evidence from Research

- Youth who took more hours of academic and occupational courses, and spent more time in regular education were more likely to be engaged in post-school employment
- Youth who participated in community-based training which involved instruction in non-school, natural environments focused on development of social skills, domestic skills, accessing public transportation and on-the-job training were more likely to be engaged in post-school employment
- Youth who had the highest degree of integration with age-appropriate peers were more likely to engage in post-school employment
- Youth who were integrated into a regular school setting for most of their schooling were more likely to be engaged in post-school employment
- Youth who spent more hours in regular education courses were more likely to be living independently.
- Youth who had teachers who expected them to be employed were more likely to participate in summer employment activities



Inclusion is Defined as...

Including students with disabilities as valued members of the school community.

- Students with disabilities belong to the community and are accepted by others.
- Students actively participate in the academic and social communities of the school.
- Students are provided supports that give them an opportunity to succeed (McLeskey, Rosenberg, & Westling, 2013).



VDOE “Least Restrictive Environment” (LRE) Regulation

Means to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services can not be achieved satisfactorily.



LCPS Strategic Plan

LCPS Strategic Plan



Goal 1: Develop knowledgeable critical thinkers, communicators, collaborators, creators, and contributors.

Topic: Inclusive Practices

STRATEGIC ACTION	PERFORMANCE MEASURE	DESIRED OUTCOME
All schools will implement effective inclusive practices to increase participation of students with disabilities in general education environments and their access to the general education curriculum.	<ul style="list-style-type: none">• Special Education State Performance Report using the percentage of students with disabilities included in general education classroom 80% or more of the day• School by School data analysis of students' percentage of time in general education settings	FY16 Baseline 68%
		FY17 69%
		FY18 69%
		FY19 70%
		FY20 70%

Why Inclusion?

Academic outcomes:

- Inclusion is associated with higher academic skill development (e.g., literacy, math); greater access to core curriculum; IEP goals tied to standards; and an emphasis on problem solving.

Dessementet, Bless, & Morin, 2012; Dore, Dion, Wagner, & Brunet, 2002; Fisher & Meyer, 2002; Hedeem & Ayres, 2002; McLeskey, Henry, & Hodges, 1998; Meyer, 2001

Social Skills outcomes:

- Inclusive settings more effective in promoting social skills and social competence
(Bellini, Peters, Benner, & Hope, 2007) See also: Causton-Theoharis & Malmgren, 2005; Cawley, Hayden, Cade, & Baker-Kroczyński, 2002; Dore et al., 2002; Mastropieri & Scruggs, 2001
- Students receiving inclusive instruction used more of self-determination skills identified than students in segregated settings Hughes and colleagues (2013)



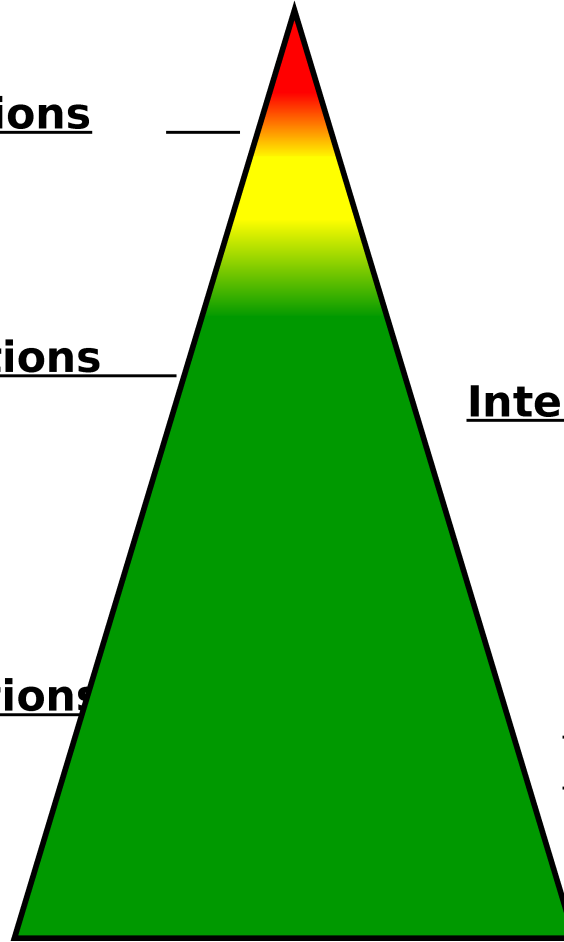
Core Features of Effective Inclusion

- Aligned and integrated framework
- Administrative support
- Receptive and inclusive school
- Professional development
- Active student engagement
- Evaluation of the effectiveness of inclusive programming



MTSS Framework

- Academic Systems**
- Tier 2I/Tertiary Interventions**
1-5%
- Individual students
 - Assessment-based
 - High intensity
- Tier 2/Targeted Interventions**
5-15%
- Some students (at-risk)
 - High efficiency
 - Rapid response
 - Small group interventions
 - Some individualizing
- Tier I/Universal Interventions**
80-90%
- All students
 - Preventive, proactive



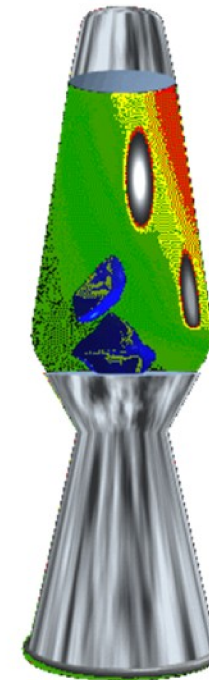
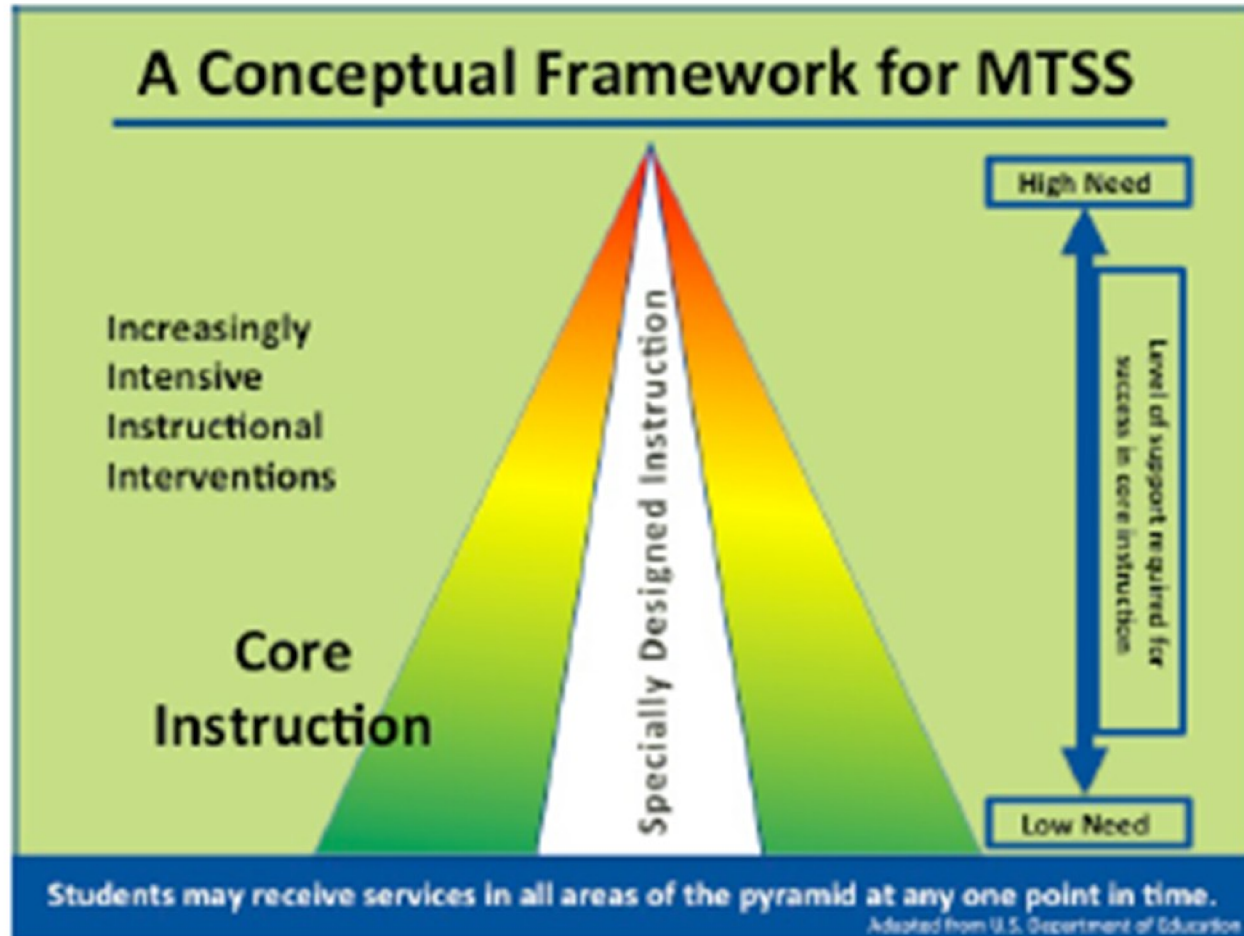
- Behavioral Systems**
- 1-5% Tier 2I/Tertiary Interventions**
- Individual students
 - Assessment-based
 - Intense, durable procedures
- 5-15% Tier 2/Targeted Interventions**
- Some students (at-risk)
 - High efficiency
 - Rapid response
 - Small group interventions
 - Some individualizing
- 80- 90% Tier I/Universal Interventions**
- All settings, all students
 - Preventive, proactive

Inclusive Service Delivery-MTSS

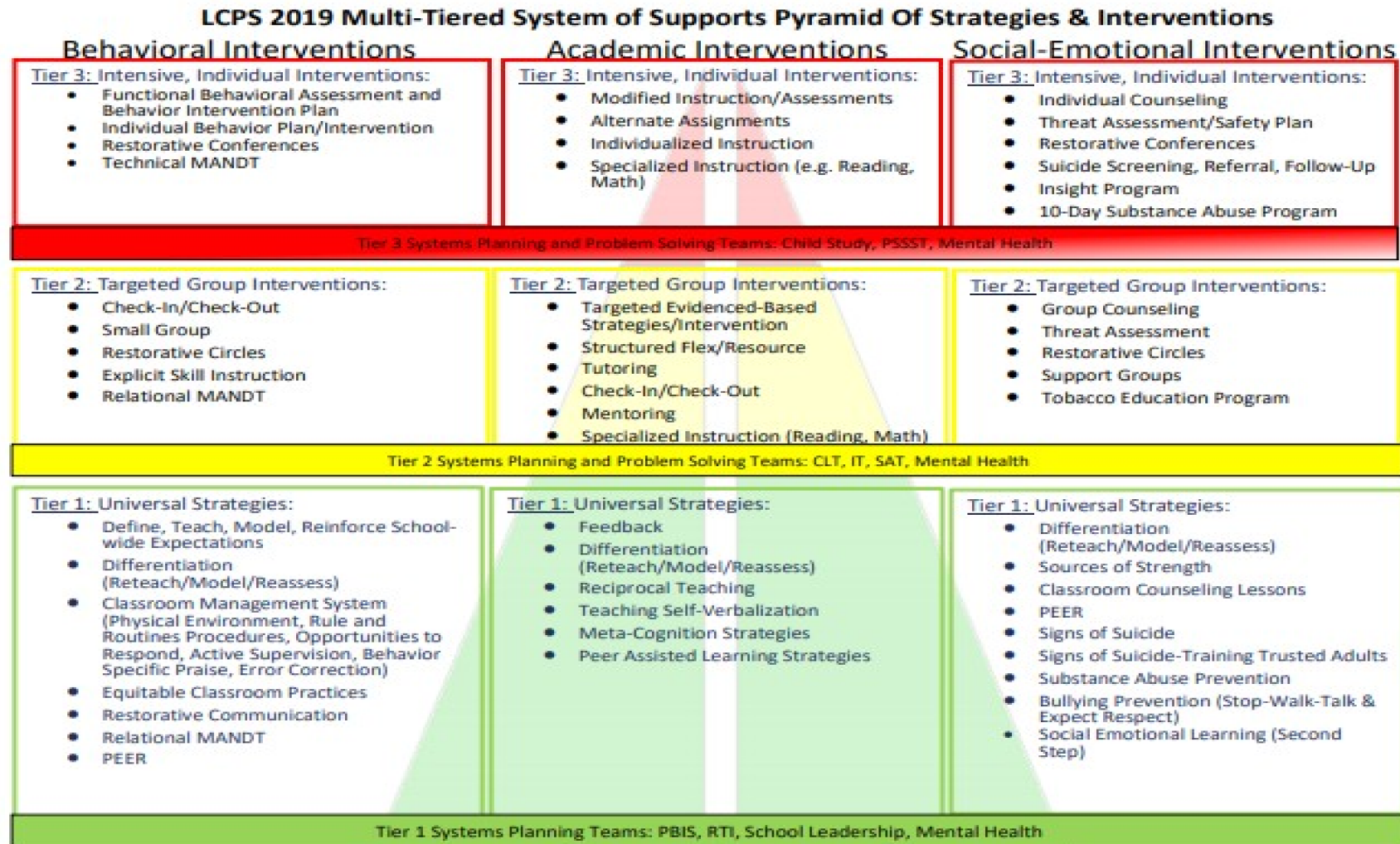
- All academic and behavioral instruction is delivered through a school-wide, data driven system using Universal Design for Learning (UDL) principles (Sailor, 2009; Sailor & Roger, 2005).
- Educators collaborate in teams to provide and monitor academic and behavioral interventions across tiers.
- Universal screening tools are utilized to identify students at risk for poor learning outcomes.
- Ongoing and frequent progress monitoring measures and assesses students' responses to instruction (SWIFT, 2014).



Special Education within MTSS



LCPS MTSS Framework



Access to Core General Education Curriculum and Settings

Evidence-based practices (EBPs) to support **ALL** students to have access to core general curriculum and settings

- **Ecological Assessment**
- **Person Centered Planning**
- **Universal Design for Learning (UDL)**
- **Differentiated instruction (DI)**
- **Collaborative planning and communicating**
- **Curricular, instructional, and ecological adaptations**



Ecological Assessment

- Gather individualized information about specific demands in the learner's environment
- Identify discrepancies between student's actual and desired performance in the relevant environments
- Determine what to teach



Importance of Contextual Assessment

- Identifies the demands of routines and activities required across relevant settings for the student.
- Occurs in the natural environment
- Identifies strengths as well as opportunities for the student to learn skills



Impact on Student Goals and Success

- Goals that potentially increase membership and participation with peers without disabilities in school and community
- Goals that potentially increase access to more environments in school and/or the community
- Goals that increase meaningful skills that will improve quality of life.
- Goals that are agreed upon as priorities by the whole team.



Person-Centered Planning

- Self-determination and the expression of choice is emphasized.
- Activities are identified that allow the individual to make valued contributions.
- Natural supports are tailored for the individual.
- Goals and actions build on the individual's strengths
- Long-term goals and short-term actions focus on immediate preferences and achieving one's dream for the future.
- An important outcome is to develop and maintain significant relationships.



Universal Design for Learning

From the Higher Education Opportunity Act of 2008:

“The term UNIVERSAL DESIGN FOR LEARNING means a scientifically valid framework for guiding educational practice that:

- (A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and
- (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.”

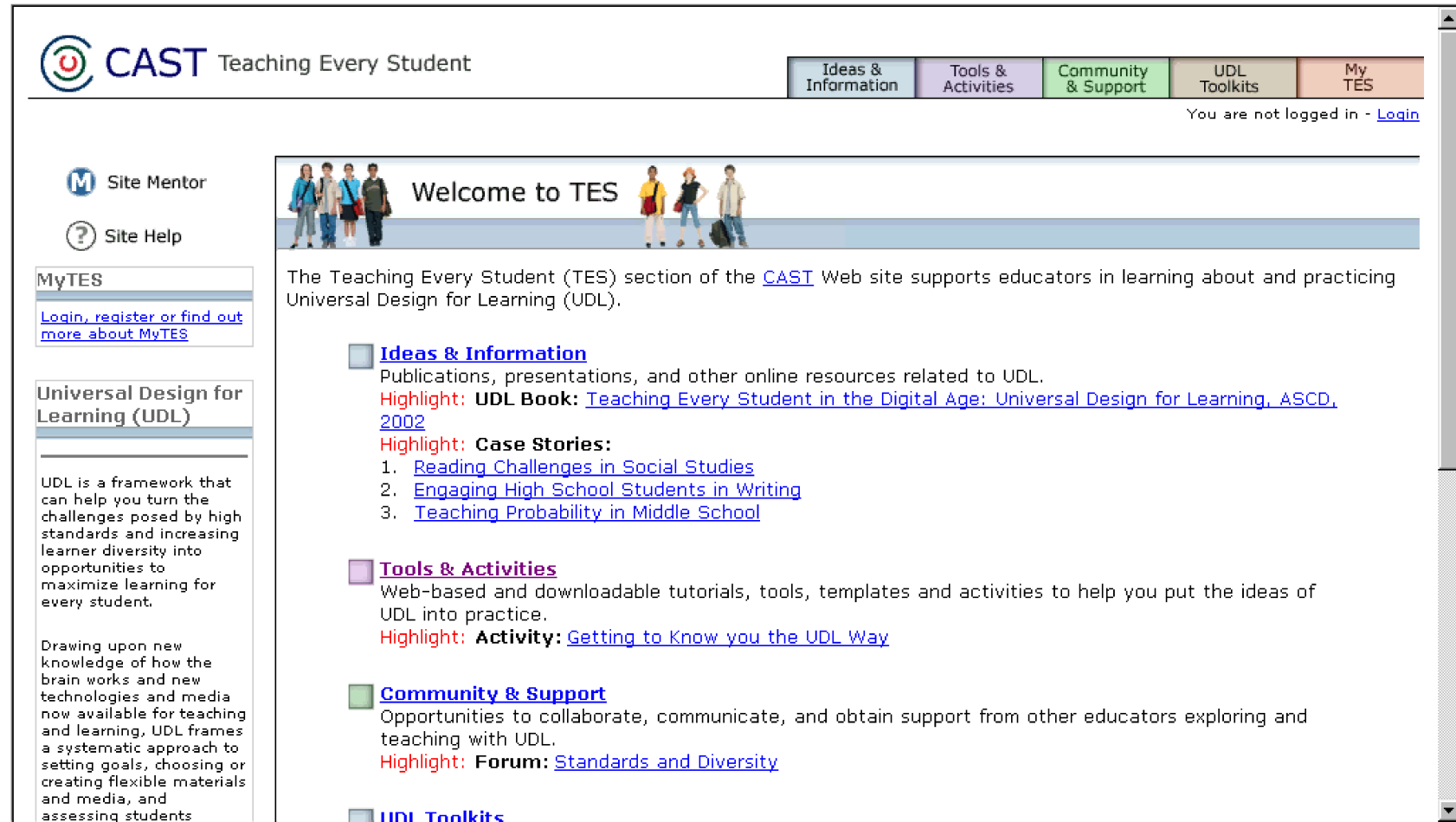


UDL Principles

- Provide Multiple Means of Representation (Input) to increase recognition and comprehension
- Provide Multiple Means of Action and Expression (Output) to expand strategic output
- Provide Multiple Means of Engagement to enhance involvement



CAST National Center on Accessing the Curriculum



The screenshot displays the CAST Teaching Every Student (TES) website. At the top, the CAST logo is followed by the text "Teaching Every Student". To the right, a navigation bar contains five tabs: "Ideas & Information", "Tools & Activities", "Community & Support", "UDL Toolkits", and "My TES". Below the navigation bar, a status message reads "You are not logged in - [Login](#)".

On the left side, there is a sidebar with the following elements:

- A "Site Mentor" link with a blue 'M' icon.
- A "Site Help" link with a blue question mark icon.
- A "MyTES" section with a link to "Login, register or find out more about MyTES".
- A "Universal Design for Learning (UDL)" section with a brief description: "UDL is a framework that can help you turn the challenges posed by high standards and increasing learner diversity into opportunities to maximize learning for every student." and a paragraph about drawing upon new knowledge of how the brain works and new technologies and media now available for teaching and learning.

The main content area features a "Welcome to TES" banner with an illustration of four people. Below the banner, the text states: "The Teaching Every Student (TES) section of the [CAST](#) Web site supports educators in learning about and practicing Universal Design for Learning (UDL)."

The main content area is organized into three primary sections, each with a colored square icon:

- Ideas & Information** (blue icon): Publications, presentations, and other online resources related to UDL. Highlight: **UDL Book:** [Teaching Every Student in the Digital Age: Universal Design for Learning, ASCD, 2002](#). Highlight: **Case Stories:**
 1. [Reading Challenges in Social Studies](#)
 2. [Engaging High School Students in Writing](#)
 3. [Teaching Probability in Middle School](#)
- Tools & Activities** (purple icon): Web-based and downloadable tutorials, tools, templates and activities to help you put the ideas of UDL into practice. Highlight: **Activity:** [Getting to Know you the UDL Way](#)
- Community & Support** (green icon): Opportunities to collaborate, communicate, and obtain support from other educators exploring and teaching with UDL. Highlight: **Forum:** [Standards and Diversity](#)

At the bottom of the main content area, there is a link for **UDL Toolkits** (grey icon).



<http://www.cast.org/teachingeverystudent/>

Differentiated Instruction

The two simple charges of differentiation are

- 1) do whatever it takes to maximize students' learning instead of relying on a one-size fits all, whole-class method of instruction and
- 2) prepare students to handle anything in their current and future lives that is not differentiated, i.e., to become their own learning advocates.”

Wormeli, 2007



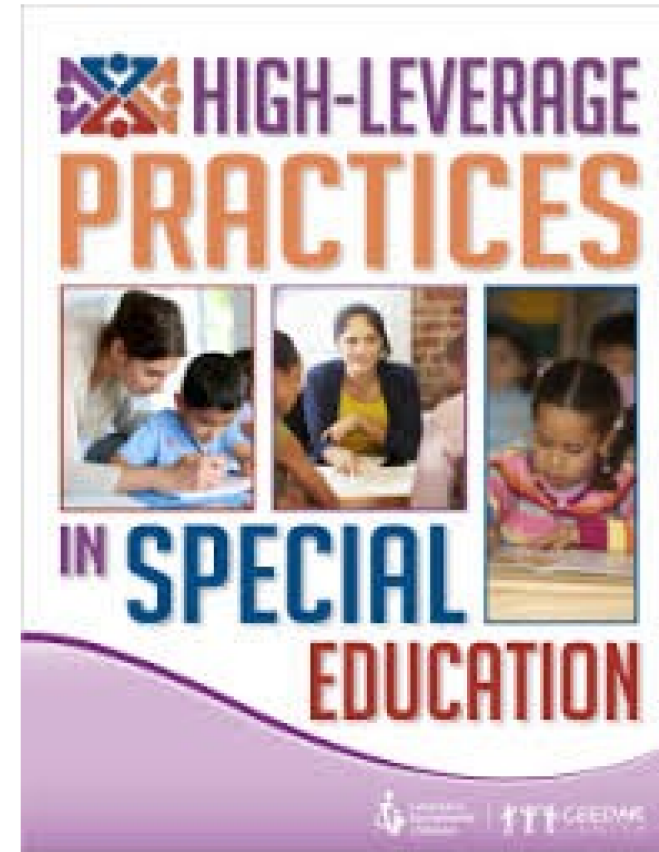
Elements of Differentiated Instruction

- Content—what the students need to learn, know, and do; how students will get access to the information.
- Process—activities through which students engage and make sense or master the content.
- Products—culminating projects that require students to rehearse, apply, and extend what they have learned.
- Learning environment—how the classroom is arranged, works, and feels.



Collaboration

- Working effectively in collaborative teams is vital to successful inclusive education.
- Each member has a valued and critical role to play.



<https://highleveragepractices.org/>

Collaboration and Communication

- General educators
 - Related services personnel
speech-language pathologist,
occupational therapist,
physical therapist, reading
specialist, etc
 - Paraeducators
 - Student
 - Peers
- Administrators
- HLP 1: Collaborate with professionals to increase student success.
 - HLP 2: Organize and facilitate effective meetings with professionals and families.
 - HLP 3: Collaborate with families to support student learning and secure needed services.



Communication Matters

“Readiness”

- Skill levels do not determine whether a student has access to general education

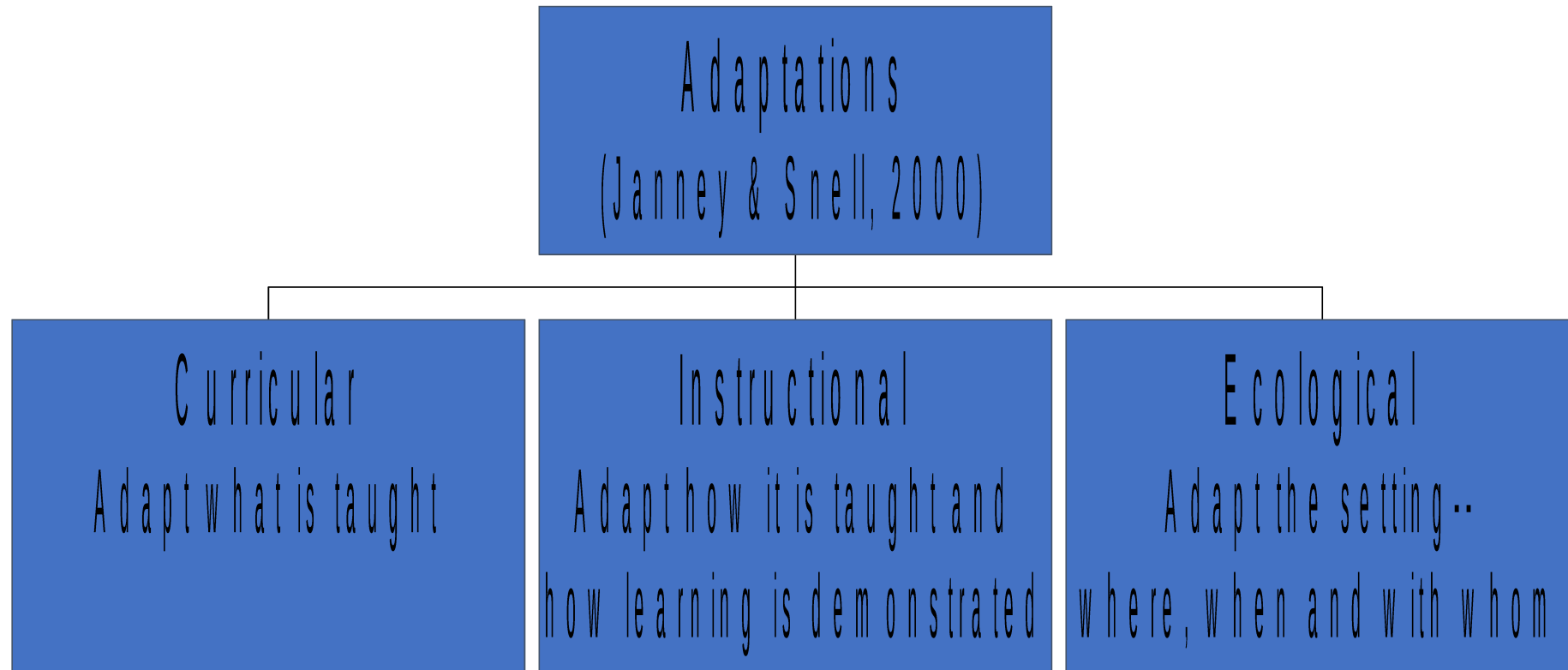
Partial Participation

- Engages in parts of a task or activity as they can,
- “acquire many skills that will allow them to function, at least in part in a wide variety of least restrictive school and nonschool environments and activities”

(Baumgart et al., 1982, p. 19).



Adaptations



Adaptation Considerations

- Does it facilitate social and instructional participation?
- Is it “only as special as necessary?”
- Does it promote independence?
- Does it build on strengths and preferences?
- Is it age and culturally respectful?
- Did the student make learning progress with it?

Janney and Snell (2006a) and Kurth and Keegan (2014)



What are Evidence Based Practices?



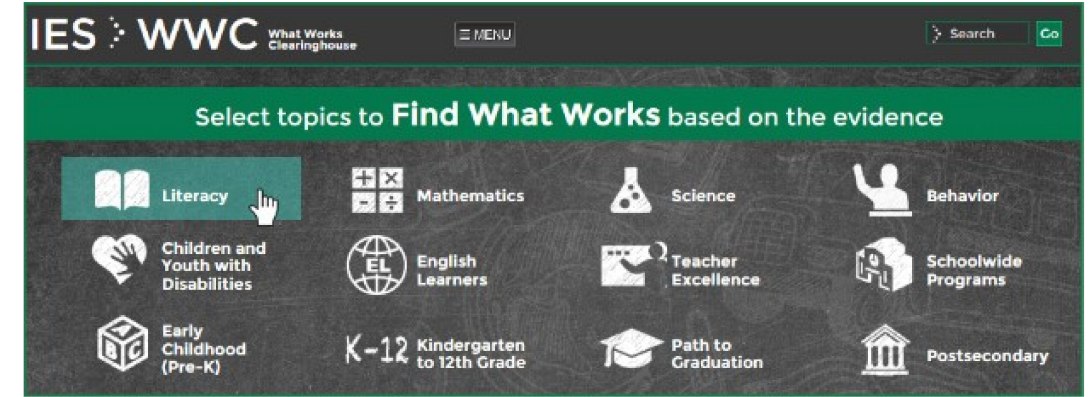
RESOURCES ▾ EFFECTIVE PRACTICES EVENTS ABOUT



Evidence-Based Practices and Predictors

Resource List

<https://transitionta.org/evidencepractices>



<https://ies.ed.gov/ncee/wwc/>

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research ■



<https://intensiveintervention.org/>

<https://iris.peabody.vanderbilt.edu/>

Evidence Based Practices [NPDC](https://autismpdc.fpg.unc.edu/evidence-based-practices)



The National Professional Development Center
on Autism Spectrum Disorder



HOME

ABOUT NPDC

NEWS

EVIDENCE-BASED PRACTICES

NPDC MODEL

RESOURCES

TESELA

EVIDENCE-BASED PRACTICES

WHAT CRITERIA
DETERMINED IF AN
INTERVENTION WAS
EFFECTIVE?

HOW DO I FIND OUT MORE
ABOUT EBPS?

WHAT ARE EVIDENCE-BASED PRACTICES?

Many interventions exist for autism spectrum disorder (ASD). Yet, scientific research has found only some of these interventions to be effective. The interventions that researchers have shown to be effective are called evidence-based practices (EBPs). One reason for using EBPs is because, by law, teaching practices must be based on evidence of effectiveness.

WHAT EBPS HAVE BEEN IDENTIFIED?

The NPDC used a rigorous criteria to classify 27 focused interventions as EBPs in 2014. The 27 identified EBPs have been shown through scientific research to be effective when implemented correctly with students with ASD. The NPDC developed online modules, called AFIRM, for each of the 27 identified practices.

We are currently in the process of updating the systematic review through 2017 as part of the National Clearinghouse on Autism Evidence and Practice (NCAEP) Find out more on



<https://autismpdc.fpg.unc.edu/evidence-based-practices>

Autism EBP

Table 7. Working Definitions for EBPs			
Evidence-Based Practice	Definition	Empirical Support	
		Group (n)	Single Case (n)
Antecedent-based intervention (ABI)	Arrangement of events or circumstances that precede the occurrence of an interfering behavior and designed to lead to the reduction of the behavior.	0	32
Cognitive behavioral intervention (CBI)	Instruction on management or control of cognitive processes that lead to changes in overt behavior.	3	1
Differential reinforcement of Alternative, Incompatible, or Other Behavior (DRA/I/O)	Provision of positive/desirable consequences for behaviors or their absence that reduce the occurrence of an undesirable behavior. Reinforcement provided: a) when the learner is engaging in a specific desired behavior other than the inappropriate behavior (DRA), b) when the learner is engaging in a behavior that is physically impossible to do while exhibiting the inappropriate behavior (DRI), or c) when the learner is not engaging in the interfering behavior (DRO).	0	26
Discrete trial teaching (DTT)	Instructional process usually involving one teacher/service provider and one student/client and designed to teach appropriate behavior or skills. Instruction usually involves massed trials. Each trial consists of the teacher's instruction/presentation, the child's response, a carefully planned consequence, and a pause prior to presenting the next instruction.	0	13
Exercise (ECE)	Increase in physical exertion as a means of reducing problem behaviors or increasing appropriate behavior.	3	3
Extinction (EXT)	Withdrawal or removal of reinforcers of interfering behavior in order to reduce the occurrence of that behavior. Although sometimes used as a single intervention practice, extinction often occurs in combination with functional behavior assessment, functional communication training, and self-management.	0	11



https://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/table7_working_definition_ebp.pdf

HLP Tools and Resources

- ▶ *High-Leverage Practices in Special Education* book
- ▶ High-Leverage Practices Laminated Guide: Collaboration
- ▶ HLP website:
<https://highleveragepractices.org>
 - ▶ Videos
<https://highleveragepractices.org/videos/>
 - ▶ “A Look at...” PDFs
<https://highleveragepractices.org/a-professional-development-guide-for-school-leaders/>

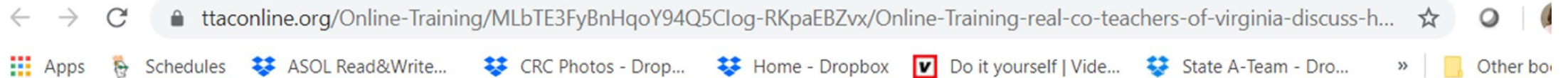


[https://
highleveragepractices.org/](https://highleveragepractices.org/)



High-Leverage Practices in Special Education

HLP Secondary Specific Resources



instruction and behavioral interventions. The HLPs are organized around four aspects of practice: Collaboration, Assessment, Social/Emotional/Behavioral, and Instruction.

In the following videos, Real Co-Teachers of Virginia discuss how they implement these High Leverage Practices in their co-taught classes.

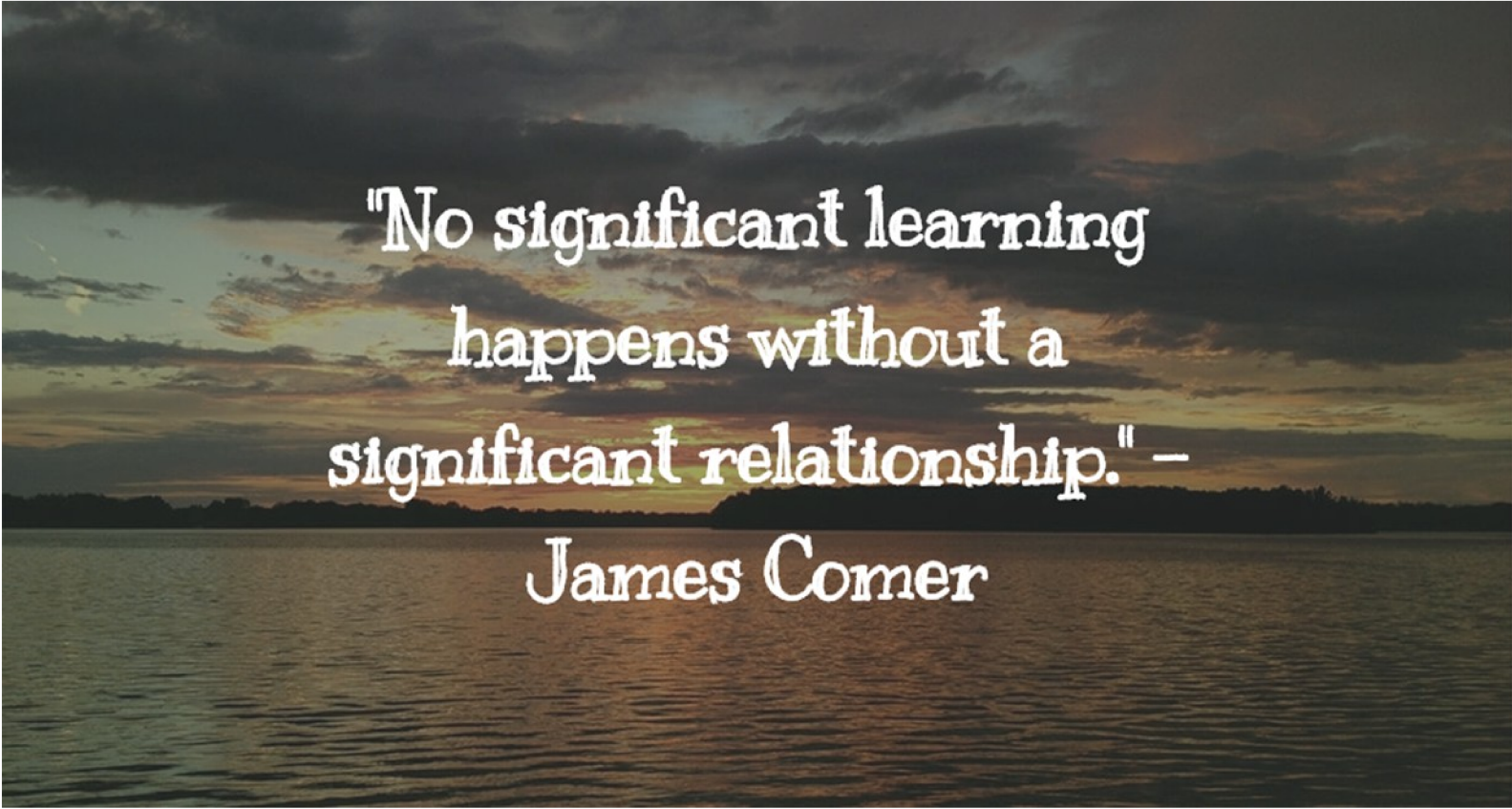
Target Audience: Co-Teaching Teams, Special Educators, Administrators, Division Support Personnel, Pre-Service Teachers, Preservice Professors & Inservice Professional Developers

Start Here:

1. HLP 3 Collaboration with Families - Central Academy Middle, Math 7 & Pre-Algebra 8
2. HLP 7 Learning Environment - Central Academy Middle, English 8
3. HLP 7 Learning Environment - Northside Middle, Math 6
4. HLP 8 & HLP 22 Positive & Constructive Feedback - Harmony Middle, English 8
5. HLP 14 Cognitive & Metacognitive Strategies - William Byrd Middle, Math 7
6. HLP 16 Explicit Instruction - Central Academy Middle, English 8
7. HLP 17 Flexible Grouping - William Byrd Middle, Math 7
8. HLP 18 Student Engagement - Page Middle, Civics 8
9. HLP 19 Assistive & Instructional Technologies - Northside Middle, Math 6
10. Resources



Relationships

A rectangular image with a background of a sunset over a body of water. The sky is filled with dark, dramatic clouds, and the sun is low on the horizon, creating a warm glow. The water in the foreground is calm, reflecting the light from the sky. The quote is centered in a white, serif font.

"No significant learning
happens without a
significant relationship." –
James Comer

Connectedness and Sense of Belonging



PISA 2015 Results

STUDENTS' WELL-BEING

VOLUME III OVERVIEW



<https://www.oecd.org/pisa/PISA-2015-Results-Students-Well-being-Volume-III-Overview.pdf>

Adult Influence

- Teachers and staff behaviors
- Classroom climate
- Instructional practices



Teacher and Staff Behaviors

- Model respectful and age-appropriate interactions and support.
- Hold high expectations for ALL students.
- Value all students' contributions.
- Provide multiple opportunities for interactions and peer supports.
- Facilitate positive, reciprocal interactions between students.



Classroom Climate

- Positive community-building activities
- Conflict resolution practices
- Responsibilities assigned to all
- Ability/diversity awareness activities
- Literature that focuses on diversity and ability differences
- Supports self-determined behavior and student-directed learning



Instructional Practices

- Small groups and cooperative learning structures
- Peer partner activities
- Activities that require interactions between students
- Students have an effective means to communicate.
- Interesting motivating curriculum that requires interdependent efforts.

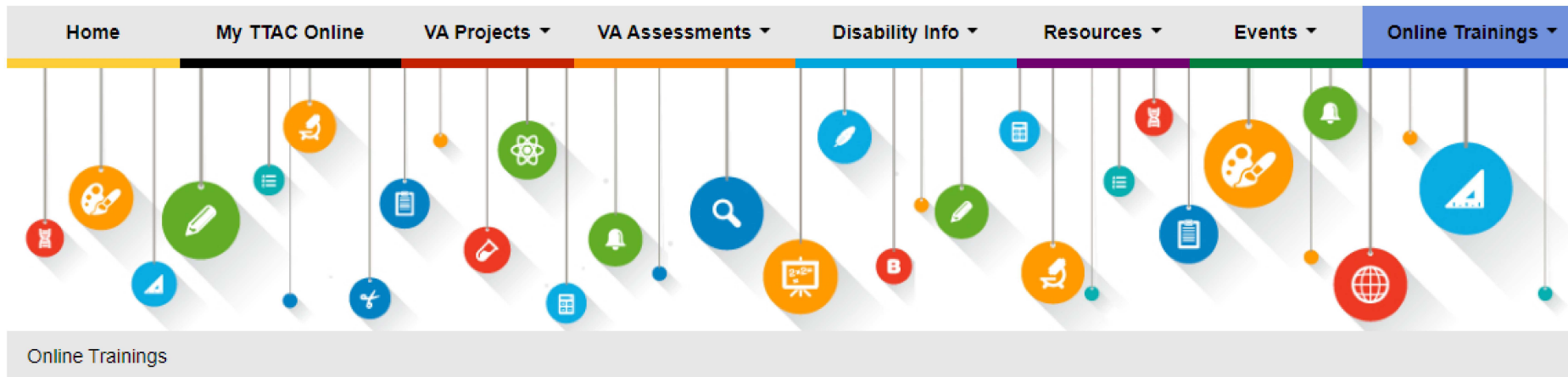


VDOE “Real Co-Teachers in Virginia”



[Help](#) | [Register](#) | [Log in](#)

Text Size: A [A](#) [A](#)



Real Co-Teachers of Virginia - Middle & High

Author: VDOE Excellence in Co-Teaching Initiative

Description:

This series of webshops showcases the products created by real co-teachers of Virginia, select teams of middle and high school co-teachers participating in the Virginia Department of Education's Excellence in Co-Teaching Initiative. These co-teachers established demonstration sites and opened their doors to visitors wishing to observe quality co-teaching; they also developed co-taught lesson plans and videos to share through these webshops. In their videos, teachers model not only co-instructing in the classroom, but co-assessing and co-planning as well.

Additional videos, lesson plans and resources will be added to these webshops. We encourage you to check back frequently for updates.

Webshops:



Peer Relationships and Supports



Implementation Fidelity

How will we know
that we did
what we said we would do?



SWIFT Fidelity Integrity Assessment

SWIFT Domains, Core Features, and related SWIFT-FIA items

SWIFT Domain	SWIFT Core Feature	SWIFT-FIA Item / Improvement Area
Administrative Leadership	Strong and Engaged Site Leadership	1. Valued Leadership 2. Empowered Decision Making
	Strong Educator Support System	3. Educator Coaching and Learning 4. Personnel Evaluation
Multi-tiered System of Support	Inclusive Academic Instruction	5. Academic Supports 6. Academic Instruction 7. Data-based Decision Making for Academics
	Inclusive Behavior Instruction	8. Behavior Supports 9. Behavior Instruction 10. Data-based Decision Making for Behavior
Integrated Education Framework	Fully Integrated Organizational Structure	11. Tier I Instruction for All 12. Non-categorical Service Delivery
	Positive and Strong School Culture	13. Full Access for All Students 14. Shared Responsibility
Family & Community Engagement	Trusting Family Partnerships	15. Family Opportunities to Participate 16. Partnerships with Families
	Trusting Community Partnerships	17. Community Collaboration 18. Community Benefits
Inclusive Policy Structure & Practice	Strong LEA (District)/School Relationship	19. LEA (District) Support 20. LEA (District) Addresses Barriers
	LEA (District) Policy Framework	21. LEA (District) Links Initiatives 22. LEA (District) Process for RBP (research-based practice)

These 22 SWIFT-FIA items are associated with SWIFT Domains and Core Features, and are aligned with SWIFT Fidelity of Implementation Tool (SWIFT-FIT)



Stetson Self-Assessment

Click Here to Take the Self-Assessment

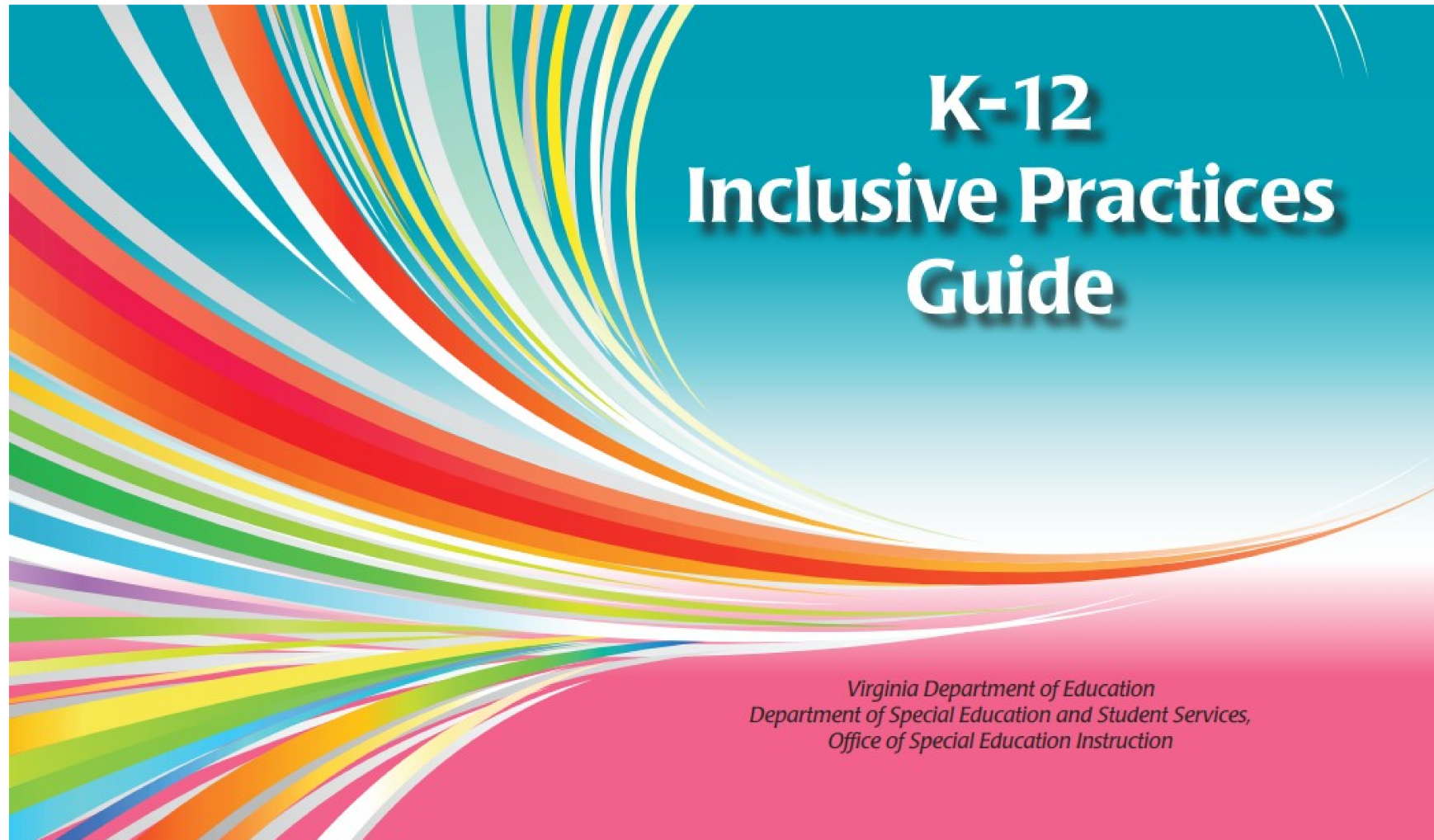


STETSON
& ASSOCIATES, INC.

Quality Standards for Inclusive Schools
Self-Assessment Instrument



K-12 Inclusive Practices Guide



Evaluation

Thank you for your participation!

Please complete the green evaluation form

Contact: Karen Berlin, kberlin@gmu.edu

**Check out our new
Service Delivery
Framework!**

Please visit »
<https://ttac.gmu.edu>

VDOE Region 4 TTAC at GMU



Ready, Set, Go
Success for All

A news brief linking people and resources to support quality practices in the education of all students

Sign up »

<http://bit.ly/TTACRSGSignUp>

VDOE Region 4 TTAC at GMU



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